The Crucible
Grade 11 Multiple-Standards Lessons

To the Teacher

The following plan offers an example of combining multiple indicators to create a set of lessons. It demonstrates the great number of indicators that may be incorporated into teaching a play over the period of two or three weeks. Though The Crucible *is specific in its setting to Puritan New England and in its themes to the McCarthy Era, another play might just as easily be taught by using the same standards and indicators and very similar activities and strategies.*

It is important to remember that the indicators are not necessarily instructional strategies. More significantly, they need not be considered in isolation. Often, one links logically into another, though not necessarily in the order in which they are listed under the standard. In addition, indicators listed under different standards are not mutually exclusive but may reasonably combine within a lesson. For example, involving informational materials in a traditionally literary lesson, such as a novel, is both reasonable and beneficial. Our colleagues in higher education set a high priority on our graduates' being familiar with informational texts and having the skills to interpret and understand them.

Lesson 1

Standards

11.1.1 Understand unfamiliar words that refer to characters or themes in literature or history.

11.1.2 Apply knowledge of roots nd word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.

11.3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

11.3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposed or both.

Purpose: Students will read Arthur Miller's *The Crucible* to evaluate the social and ethical influences on the shaping of the characters, plot, and setting.

Time: Multiple days

Materials: A copy of the play and access to print and electronic resources on the eras of both the Salem Witch Trials and the McCarthy Era hearings of the House Un-American Activities Committee (HUAC)

Resources: http://www.in.gov/judiciary/admin/transcripts.html
(This site presents the electronic records-keeping guidelines for Indiana courts.)

http://www.law.umkc.edu/faculty/projects/ftrials/salem/SALEM.HTM
(This site presents a comprehensive set of resources on the trials.)

http://www.aresearchguide.com/crucible.html#mccarthyism
(a compendium of resources on the play and its connections to McCarthyism)

Activities:

A. Introducing the Concept:

The teacher discusses the phenomenon of the Salem Witch Trials of the early 1690's and the Red Scare of the early 1950's. In the course of this unit, students read Miller's *The Crucible*.

The teacher presents the concepts of tone and mood, demonstrating the distinction in the opening paragraphs of the narrative that precedes Act I. The teacher also models the process by which tone and mood are identified by considering the language and selection of details used by the writer.

B. Class Activity:

As they read the play, students record on a graphic organizer the traits of characters (which the teacher has assigned or students have selected). Following the reading of an assigned portion of the play, those students whose characters appeared within that portion discuss the interactions of those characters. They also identify the motivations for the actions and interactions of the characters, concentrating on the means by which the characters make their assertions and arguments regarding the behavior of other characters. They will also analyze the ways in which the characters' actions and attitudes influence the plot.

During discussion students cite specific textual references to support their observations regarding character traits, interactions, and motivations. (Students keep notes on these citations for use in the writing phase of this study of *The* Crucible.) They also identify the tone of each speaker's words as characters interact.

Following the conclusion of reading the play students research the meaning of the term "witch hunt," searching for instances of its usage in the 1950's. They discuss

its meaning at that time and suggest other occurrences of "witch hunts" since that time.

C. Individual Activity:

At the end of each act of *The Crucible*, students write a brief summary of an assigned or selected character's personality and role in the play, noting the dominant motivations of their actions and tone of their interactions with other characters.

Questions for Review:

When students have completed the individual activities, ask the following questions to gauge their understanding of the Indicators.

1. What types of motivations seem to be in conflict as the characters interact?

2. How do the characters' words reveal their attitudes (tone)?

3. How do the character's motivations shape the plot?

Interdisciplinary Connection:

Film: Show a clip from the film *The Crucible* to demonstrate the procedures of the court and the girls' behavior in court. Ask students how the performance affects their perception of the plot and characters in contrast to reading the words alone.

History: Show a recording to the HUAC hearings. Have students compare the procedures of the court in *The Crucible* to those of the HUAC. Ask students to compare, in particular, the mode and procedure of official questioning and the responses of witnesses.

Opera: Have students research Robert Ward's Pulitzer Prize-winning operatic rendering of Miller's play to discover how Ward uses music to express Miller's characters and themes. If possible, take students to see a performance of the opera and then write a comparison of the opera to the play. For a more fully detailed approach to using Ward's *Crucible* call Patty Harvey, Director of Education, at the Indianapolis Opera 317-283-3531. Check out the Indianapolis Opera's website: http://www.indyopera.org/.

Lesson 2

Standards

11.2.1 Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.

11.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

11.3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposed or both.

11.3.7 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

Purpose: Students will read "The Examination of Sarah Good," to analyze its rhetorical features, patterns of organization, use of language, tone, political assumptions.

Time: One day

Materials: A copy of the play and access to print and electronic resources on the eras of both the Salem Witch Trials and the McCarthy Era hearings of the House Un-American Activities Committee (HUAC)

Resources: http://www.law.umkc.edu/faculty/projects/ftrials/salem/SALEM.HTM (This site presents a comprehensive set of resources on the trials.)

Activities:

A. Introducing the Concept:

Before beginning Act III of *The Crucible*, students read "The Examination of Sarah Good," an actual Salem court document from the trial in 1692. The teacher explains that a court transcript is a verbatim record of the words exchanged during a trial.

B. Class Activity:

Students will describe the organization of the document that records the examination of Sarah Good. They compare and contrast it to the questionings in Act I and II of

the play. They evaluate the transcript's effectiveness as a record of the proceedings.

Students also identify and explain the tone of the court officials and that of Sarah Good.

Finally, students reach a consensus about the political assumptions implicit in the words of the court officials.

Questions for Review:

When students have completed the individual activities, ask the following questions to gauge their understanding of the Indicators.

1. How is the language of the transcript different from that of the play?

2. What motivates Sarah Good's answers?

3. What is the foundational political assumption of the court officials?

Extending the Activity:

Have students search the Internet for court transcripts of more current or recent trials. Ask them how the modern transcripts differ from the seventeenth-century transcript they read. Have them take a portion of one of the transcripts and transform it into a scene from a play.

Interdisciplinary Connection:

Have students research the facts of the actual witch trials of the early 1690s (individuals vs. characters, theories of the causes/motivations, outcomes). Have students then share their findings with the class. The following website is an excellent starting point.

http://www.nationalgeographic.com/salem/

Lesson 3

Standards

11.1.1 Trace the history of significant terms used in political science and history.

11.1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.

Purpose: Students read Miller's narrative introduction to Act I of *The Crucible*, etymologically analyzing specific words.

Time: One day

Materials: Copies of the story and a list of specific words to locate, define, and analyze. In this particular case, the words could include *autocracy*, *ideology*, *junta*, *theocracy*, *witch-hunt*

Activities:

A. Individual Activities:

Students locate the words on the first list given them by the teacher. They use a dictionary to define the words in the context in which they occur in the story.

They also note the difference between the differing definitions offered in the dictionary as well as the difference between the definitions and the actual meaning in the context of the story.

B. Introducing Concepts:

The teacher writes a list of Latin bases and prefixes – along with their meanings – on the board. In this case, the bases and prefixes are

AUT-	"self"
CRACY-	"rule or government by"
IDE-	"idea"
LOGY-	"study of"
JUNT- [JUNCT-]	"to join"
THE-	"god"

The teacher explains that words enter the language by changing usages and deliberate combinations of word parts called bases (the core of a word from another language) and affixes (prefixes and suffixes). Finally, the teacher explains that 70% of all English words have derived from Latin – even though English itself is a language that first arose from the Germanic family of languages.

The teacher also explains that a *derivative* is a word that originates or derives from a base or affix and which belongs to a family of words all of which may be traced back to that same base or affix. In this case, the derivatives of –CRACY almost always deal with forms of government.

C. Group Activities:

Students find the base or prefix in each word on the original list. Working in small groups or as a class, they next write a new definition of each word that incorporates the meaning of the base or prefix they have identified for that word.

Next, students compose a list of at least three more words that share the same base or prefix that they have heard or read somewhere else. (The teacher might also provide an additional list of words from which the students might select derivatives from the same bases and prefixes they have been studying.)

Extending the Lesson:

Students begin a notebook or a computer document in which they record the bases and affixes from this lesson, listing the derivatives below the base or affix. They continue to add to this notebook or document throughout the semester or year.

Lesson 4

Standards

11.5.4 Write responses to literature that . . .

- demonstrate a comprehensive understanding of the significant ideas in works or passages.
- analyze the use of imagery, language, universal themes, and unique aspects of the text.
- support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- demonstrate an understanding of the author's style and an appreciation of the effects created.
- identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

11.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.

11.4.1 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.

11.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

11.4.10 Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.

11.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist.

11.4.12 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.

11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.

11.6.3 Apply appropriate manuscript conventions in writing — including title page presentation, pagination, spacing, and margins — and integration of source

and support material by citing sources within the text, using direct quotations, and paraphrasing.

11.6.4 Identify and correctly use clauses, both main and subordinate: phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.

Purpose: Students will write an analytical paper about a specific character in *The Crucible*

Time: Multiple days

Materials: A copy of the play and access to word processing

Resources:

Activities:

A. Introducing the Concept:

The teacher reviews the procedure for writing an analysis of a character:

To what extent is a character a believable and complete person?

How does the playwright reveal the character?

What motivation drives the decisions and actions of the character?

Does the character change over the course of the play? If so, is the change both convincing and believable?

B. Writing Activity:

Each student first writes a thesis statement that reflects purpose, audience, and voice of their composition. The students support their thesis statements with copious specific and concrete details.

Students work with writing partners to evaluate and revise their first drafts by using an editing checklist. They then write a second draft of their essay which they submit to the teacher for evaluation.

Students respond to the teacher's comments on sentence variety, style, diction, and tone to produce a revised third draft consistent with the purpose, audience, and form of writing.

Questions for Review:

When students have completed the individual activities, ask the following questions to gauge their understanding of the Indicators.

1. What makes a character believable and complete?

2. What is the purpose and audience of this essay?

3. What is the proper format for a literary essay?

Inaugural Addresses
Grade 11 Multiple-Standards Lessons

To the Teacher

The following plan offers an example of combining multiple indicators to create a lesson. Though this lesson focuses on a comparison of the inaugural addresses delivered by John F. Kennedy and George W. Bush, applying the same standards and indicators as well as very similar activities and strategies to another set of documents could easily be done.

It is important to remember that the indicators are not necessarily instructional strategies. More significantly, they need not be considered in isolation. Often, one links logically into another, though not necessarily in the order in which they are listed under the standard. In addition, indicators listed under different standards are not mutually exclusive but may reasonably combine within a lesson. Our colleagues in higher education set a high priority on our graduates' being familiar with informational texts and having the skills to interpret and understand them.

Lesson 1

Standards

11.2.1 Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.

11.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

11.2.4 Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.

11.2.5 Analyze an author's implicit and explicit assumptions and beliefs about a subject.

11.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

11.7.10 Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.

11.7.12 Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.

Purpose: Students will analyze the elements and effectiveness of two presidential inaugural addresses

Time: Multiple days

Materials: Access to the Internet or copies of the inaugural addresses of John F. Kennedy and George W. Bush

Resources: http://www.bartleby.com/124/pres56.html

http://www.bartleby.com/124/pres66.html

Activities:

Group Activities:

The students first read John F. Kennedy's Inaugural Address and outline his main points or arguments. Working in small groups, they then write a thesis statement for the speech.

After the small groups have shared their thesis statements with the class, the class as a whole uses discussion to arrive at a consensus about Kennedy's central message (thesis) and his arguments in support of it.

The students return to their small groups and – using a graphic organizer – identify transitional expressions, uses of repetition, and charged words. After ten to fifteen minutes' discussion, the groups share their results with the rest of the class. They use discussion to reach consensus on the reasons for these choices and comment on their effectiveness. (The teacher points out any significant instances of any of these elements and ask the students to comment on the reasons for and effectiveness of such choices.)

Introducing Concepts:

Before proceeding, the teacher reviews such rhetorical devices as parallel structure, concrete images, and figurative language as well as logical, ethical, and emotional appeals.

Group Activities:

Under the teacher's guidance, the students use a graphic organizer to identify each device and appeal in John F. Kennedy's Inaugural Address. After the students – working in groups – have completed that task, they share their results with the class as a whole.

Introducing Concepts:

The teacher next explains the difference between implicit and explicit assumptions and points out at least one instance of each in the Kennedy speech.

Group Activities:

The small groups will make two lists, including on one list as many implicit assumptions as they can find and as many explicit assumptions on the other. After sharing their findings, which the teacher lists on the board, they discuss as a class the reactions to these arguments and assumptions by those who supported the election of John F. Kennedy and those who opposed it.

The students conclude their consideration of Kennedy's speech by critiquing its effectiveness as an inaugural speech.

Individual Activity:

Working on their own, students analyze and comment upon the inaugural address delivered by George W. Bush following the same process as they applied to John F. Kennedy's speech.

Students finally share their views of President Bush's speech in class and compare the design, purpose, assumptions, and effectiveness of both speeches.

Questions for Review:

When students have completed the individual activities, ask the following questions to gauge their understanding of the Indicators.

1. What is the function of repetition in organizing a speech such as the ones you just read?

2. What is the difference between explicit and implicit arguments?

3. How are the two speeches most similar?

Lesson 2

Standards

11.1.1 Trace the history of significant terms used in political science and history.

11.1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.

Purpose: Students will read John F. Kennedy's inaugural address and George W. Bush's inaugural address, analyzing the etymology of selected terms.

Time: One day

Materials: Copies of the speeches and a list of specific words to locate, define, and analyze. In this particular case, the words could include *mortal*, *subversion*, *adversary*, *inspection*, *invoke*. A second list of political terms: *tyranny*, *Communists*, *republic*, *aggression*, *sovereign*

Activities:

A. Individual Activities:

Students locate the words on the first list given them by the teacher. They use a dictionary to define the words in the context in which they occur in the story.

They also note the difference between the differing definitions offered in the dictionary as well as the difference between the definitions and the actual meaning in the context of the story.

B. Introducing Concepts:

The teacher writes a list of Latin bases and prefixes – along with their meanings – on the board. In this case, the bases and prefixes are

MORT-	"dead"
sub-	"below, beneath, up from below"
VERS- [VERT-]	"to turn"
ad-	"to, toward"
in-	"in, into"
SPECT-	"to look"

VOK- [VOC-] “voice, to call”

The teacher explains that words enter the language by changing usages and deliberate combinations of word parts called bases (the core of a word from another language) and affixes (prefixes and suffixes). Finally, the teacher explains that 70% of all English words have derived from Latin – even though English itself is a language that first arose from the Germanic family of languages.

The teacher also explains that a *derivative* is a word that originates or derives from a base or affix and which belongs to a family of words all of which may be traced back to that same base or affix. In this case, the derivatives of –CRACY almost always deal with forms of government.

C. Group Activities:

Students find the base or prefix in each word on the original list. Working in small groups or as a class, they next write a new definition of each word that incorporates the meaning of the base or prefix they have identified for that word.

Next, students compose a list of at least three more words that share the same base or prefix that they have heard or read somewhere else. (The teacher might also provide an additional list of words from which the students might select derivatives from the same bases and prefixes they have been studying.)

Students locate and define the political terms and discuss their use in context.

Extending the Lesson:

Students begin a notebook or a computer document in which they record the bases and affixes from this lesson, listing the derivatives below the base or affix. They continue to add to this notebook or document throughout the semester or year.

Lesson 3

Standards

11.5.3 Write reflective compositions that:

- explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.
- draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- maintain a balance in describing individual events and relating those incidents to more general and abstract ideas.

11.4.1 Discuss ideas for writing with classmates, teachers, and other writers.

11.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.

11.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

11.4.6 Use language in creative and vivid ways to establish a specific tone.

11.4.7 Integrate quotations and citations into a written text while maintaining the flow of ideas.

11.4.10 Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.

11.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist.

11.4.12 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.

11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.

11.6.3 Apply appropriate manuscript conventions in writing — including title page presentation, pagination, spacing, and margins — and integration of source and

support material by citing sources within the text, using direct quotations, and paraphrasing.

11.6.5 Identify and correctly use clauses, both main and subordinate: phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.

Purpose: Students will write a reflective composition in which they explore their own reactions to one of the inaugural speeches, focusing on how it would affect their own beliefs and expectations about the man who delivered it if they had been a part of the original audience.

Time: Multiple days

Materials: Access to word processing

Resources:

http://www.indiana.edu/~wts/wts/thesis.html

Activities:

A. Groups Activities:

Students discuss the times in which both speeches were made and how they might have reacted to the speeches at the time they were delivered.

B. Writing Activities:

Each student then formulates his or her own thesis and in a reflective essay develops that thesis with specific details that include quotations from the speech about which they are writing.

Each student shares his first draft with a writing partner or writing group for evaluation of content and organization, style, and mechanics. In completing this task, students use an editing checklist.

Students revise their essays in response to comments made by writing partners or writing groups, word process their final draft, and submit them to the teacher.

The teacher will review the students' essays for use of precise language, action verbs, sensory details, and appropriate modifiers. Then, the students will once more revise their essays.

Questions for Review:

When students have completed the individual activities, ask the following questions to gauge their understanding of the Indicators.

1. What must you know before you can place yourself in the audience of an historical speech?

2. How does your use of verbs and modifiers compare to the use made by the president whose speech you chose to write about?

3. What concerns beyond those listed on an Editing Checklist are necessary to improving your writing?

Interdisciplinary Connections:

11.5.9 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) that:

- Uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.

- Synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.

- Demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.

- Demonstrates that sources have been evaluated for accuracy, bias, and credibility.

- Organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

History: Have students research the similarities between John F. Kennedy's inauguration and Bill Clinton's first inauguration. Ask them what reasons might explain the numerous similarities.

Kennedy Speeches
Grade 11 Multiple-Standards Lessons

To the Teacher

The following plan offers an example of combining multiple indicators to create a lesson. It demonstrates that multiple indicators that may be incorporated into teaching a lesson over a period of one to three days. The lessons are based on Robert Kennedy's "On the Assassination of Martin Luther King, Jr." and Edward Kennedy's "Eulogy for Robert Kennedy." Other speeches or informational texts might just as easily be taught by using the same standards and indicators – except for the indicators from Standard 7 – and very similar activities and strategies.

It is important to remember that the indicators are not necessarily instructional strategies. More significantly, they need not be considered in isolation. Often, one links logically into another, though not necessarily in the order in which they are listed under the standard as they do in the model that follows. Our colleagues in higher education set a high priority on our graduates' being familiar with informational texts and having the skills to interpret and understand them.

Lesson 1

Standards

11.2.1 Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.

11.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

11.2.4 Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.

11.2.5 Analyze an author's implicit and explicit assumptions and beliefs about a subject.

11.2.6 Critique the power, validity and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

11.7.10 Analyze the impact of the media on the democratic process at the local, state, and national levels.

11.7.12 Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.

Purpose: Students will read Robert Kennedy's speech on the assassination of Martin Luther King, Jr. (delivered in Indianapolis on April 4, 1967) and Edward Kennedy's eulogy at the funeral of his assassinated brother Robert Kennedy. They will analyze the rhetorical devices, language, and organization of both speeches as well as critique the validity of both speeches.

Time: Two to three days

Materials: Copies of both speeches

Resources: http://www.pbs.org/greatspeeches/timeline/index.html#1960

http://www.englishbiz.co.uk/extras/rhetoricalexamples.htm

http://www.indianastandardsresources.org/admin/library/rhetorical_devices.pdf

Activities:

A. Introducing Concepts:

The teacher reviews the rhetorical devices and organizational techniques used by public speakers: quotations, anecdotes, authoritative references, use of arguments, organization of ideas, choice of words, and use of language. The teacher will then moderate a discussion that pursues the following inquiries. The teacher will also provide a graphic organizer for the students to record their responses in the group activities.

B. Group Activities:

The students list to the teacher reading Robert Kennedy's speech aloud to the students – or they listen to a recording or video of the speech.

Before beginning discussion, students free write about their reactions to the speech.

Students state the main idea(s) of the speech and note instances of repetition. They identify the transitional terms used to organize the speech. They then discuss the connection between the main idea (purpose) of the speech and the organizational choices made by the speaker.

Students list the arguments in order of occurrence. They discuss the rationale behind the ordering of the arguments as they connect to the main idea (purpose).

Students identify rhetorical devices used by Robert Kennedy and discuss his purpose in using them.

Students discuss the assumptions the speaker made regarding his audience. They will cite specific details from the speech that support or express those assumptions.

Finally, students will identify the speaker's target audience and discuss the probable reactions of that audience to the speech. They will also identify audiences hostile to the purpose of the speech, identifying specific arguments and language that would elicit the strongest responses.

C. Individual Activities:

Students will produce a bulleted list of responses (including examples of textual support) to the same considerations in regard to Edward Kennedy's eulogy for his assassinated brother, Robert Kennedy.

Questions for Review:

When students have completed the individual activities, ask the following questions to gauge their understanding of the Indicators.

1. What persuasive devices are most common in speeches?

2. What makes each of those devices effective?

3. How do you go about establishing the validity of an author's arguments?

Interdisciplinary Connections:

11.5.10 Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that :

- Develops a thesis;
- Creates an organizing structure appropriate to purpose, audience, and context;
- Includes accurate information from primary and secondary sources and excludes extraneous information;
- Makes valid inferences;
- Supports judgments with relevant and substantial evidence and sell-chosen details;
- Uses technical terms and notations correctly; and

- Provides a coherent conclusion.

History: Have students research the funerals of Martin Luther King, Jr., and Robert F. Kennedy. Have them discuss how both events were similar and how they were different. What elements of both funerals were symbolic – and to what degree were they symbolic?

http://www.mdw.army.mil/fs-m02.htm

http://www.cr.nps.gov/nr/travel/civilrights/g1.htm

http://www.stanford.edu/group/King/about_king/encyclopedia/king_assassination.htm

Lesson 2

Standards

11.1.1 Trace the history of significant terms used in political science and history.

11.1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.

Purpose: Students will read Robert Kennedy's speech on the assassination of Martin Luther King, Jr. and Edward Kennedy's eulogy at the funeral of his assassinated brother Robert Kennedy, analyzing the etymology of selected terms.

Time: One day

Materials: Copies of the speeches and a list of specific words to locate, define, and analyze. In this particular case, the words could include *inspiration*, *facility*, *reflect*, *apathetic*, *irresistible*.

Activities:

A. Individual Activities:

Students locate the words on the first list given them by the teacher. They use a dictionary to define the words in the context in which they occur in the story.

They also note the difference between the differing definitions offered in the dictionary as well as the difference between the definitions and the actual meaning in the context of the story.

B. Introducing Concepts:

The teacher writes a list of Latin bases and prefixes – along with their meanings – on the board. In this case, the bases and prefixes are

inspiration, *facility*, *reflect*, *apathetic*, *irresistible*.

in-	"in, into"
SPIR-	"to breathe"
FACIL-	"easy"
re-	"again, back"

FLECT-	“to bend”
a-	“without”
PATH-	“feeling”
in- [ig-, il-, im-, ir-]	“not”
SIST- [STA-, STI-]	“to stand”

The teacher explains that words enter the language by changing usages and deliberate combinations of word parts called bases (the core of a word from another language) and affixes (prefixes and suffixes). Finally, the teacher explains that 70% of all English words have derived from Latin – even though English itself is a language that first arose from the Germanic family of languages.

The teacher also explains that a *derivative* is a word that originates or derives from a base or affix and which belongs to a family of words all of which may be traced back to that same base or affix.

C. Group Activities:

Students find the base or prefix in each word on the original list. Working in small groups or as a class, they next write a new definition of each word that incorporates the meaning of the base or prefix they have identified for that word.

Next, students compose a list of at least three more words that share the same base or prefix that they have heard or read somewhere else. (The teacher might also provide an additional list of words from which the students might select derivatives from the same bases and prefixes they have been studying.)

Extending the Lesson:

Students begin a notebook or a computer document in which they record the bases and affixes from this lesson, listing the derivatives below the base or affix. They continue to add to this notebook or document throughout the semester or year.

Of Mice and Men
Grade 11 Multiple-Standards Lessons

To the Teacher

The following plan offers an example of combining multiple indicators to create a set of lessons. It demonstrates the great number of indicators that may be incorporated into teaching a novel over the period of two or three weeks. Though Of Mice and Men *is specific to the Great Depression, another novel specific to a different time and location might just as easily be taught by using the same standards and indicators and very similar activities and strategies.*

It is important to remember that the indicators are not necessarily instructional strategies. More significantly, they need not be considered in isolation. Often, one links logically into another, though not necessarily in the order in which they are listed under the standard. In addition, indicators listed under different standards are not mutually exclusive but may reasonably combine within a lesson. For example, involving informational materials in a traditionally literary lesson, such as a novel, is both reasonable and beneficial. Our colleagues in higher education set a high priority on our graduates' being familiar with informational texts and having the skills to interpret and understand them.

Lesson 1

Standards

11.3.5 Analyze recognized works of literature (American, British, world) representing a variety of genres and traditions that . . . evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting.

11.3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

11.5.4 Write historical investigation reports that . . . use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.

- include a formal bibliography.

11.5.9 Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that :

- Develops a thesis;

- Creates an organizing structure appropriate to purpose, audience, and context;
- Includes accurate information from primary and secondary sources and excludes extraneous information;
- Makes valid inferences;
- Supports judgments with relevant and substantial evidence and sell-chosen details;
- Uses technical terms and notations correctly; and
- Provides a coherent conclusion.

11.4.1 Discuss ideas for writing with classmates, teachers, and other writers.

11.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignements.

11.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

11.4.10 Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.

11.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist.

11.4.12 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.

11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.

11.6.3 Apply appropriate manuscript conventions in writing — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.

11.6.4 Identify and correctly use clauses, both main and subordinate: phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.

Purpose: Students will read John Steinbeck's *Of Mice and Men* as a representative work of the Great Depression, to evaluate the social and ethical influences on the shaping of the characters, plot, and setting.

Time: Multiple days

Materials: A copy of the novella and access to print and electronic resources on the Great Depression in America

Activities:

A. Introducing a Concept:

The teacher provides an introductory overview of the Great Depression, focusing on unemployment and migrant workers. Good resources for such information include the following website:

http://www.educeth.ch/english/readinglist/steinbeckj/ofmice.html

B. Writing Activity:

Having received an assigned topic or having selected one, students research the topics of unemployment, working conditions, race relations, the role of women, the allure of Hollywood, the function of comic books, attitudes toward the mentally retarded, plight of the disabled, and the like within the period of the Great Depression.

Students cite specific textual references to their assigned or selected topics during daily discussions of reading assignments.

Students prepare a 250- to 500-word expository essay on their assigned or selected topics, connecting specific incidents and other details from the novella to the historical information they have discovered in research. The paper will include citations and a works cited page.

Questions for Review:

When students have completed the individual activities, ask the following questions to gauge their understanding of the Indicators.

1. How does *Of Mice and Men* reflect the plight of migrant workers during the Great Depression?

2. What theme(s) of the novel express Steinbeck's comment on the life of migrant workers?

3. What is the proper way to document borrowed material in a research essay?

Lesson 2

Standards

11.3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both.

Purpose: Students will read daily assignments from John Steinbeck's *Of Mice and Men* with an eye and ear to the way language produces tone.

Time: Multiple days, about 15 minutes per day (daily, every other day, or weekly over the course of the reading of the novella)

Materials: A copy of the novella and a list of tone words

Resources: http://www.gaston.k12.nc.us/schools/highland/class/baron/tonewords.htm

http://www.sheboyganfalls.k12.wi.us/staff/dehogue/AP/tone.htm

http://www.mde.k12.ms.us/acad/osa/tone.pdf

Activities:

A. Introducing Concepts:

The teacher distinguishes between *mood* and *tone*. *Mood* is the feeling or atmosphere the writer creates by means of connotation, imagery, figurative language, descriptive details, and other elements. *Tone* is the writer's attitude toward his or her subject that the writer communicates by the use of diction, choice of details, and direct statements. While *mood* is an emotional response on the part of the reader, *tone* is the expression of the writer's feelings about the subject. Both are easier to identify when a passage is read aloud.

The teacher reads the opening paragraph of the novella, identify both the tone and the mood, and point out the language and details that support each.

B. Group Activities:

Students read daily assignments from John Steinbeck's *Of Mice and Men*. Each day the teacher directs the students' attention to a brief passage (ranging from a paragraph or two to a page in length) and instruct them to identify words, phrases, and figures of speech that contribute to a specific tone.

They do the same to identify mood. The teacher provides a graphic organizer for this activity, one which will show connections between the elements of writing and their contribution to a specific tone and to a specific mood.

At first, the teacher may identify a tone and mood and ask students to identify language that supports that tone. By the end of the study of the novel, students should identify the tone, the mood, and the supporting language and details for each. After each day's practice with tone and mood, the teacher asks the students to discuss the connection between the tone, mood, and language on the one hand and the purpose (or theme) of the narrative on the other.

Questions for Review:

When students have completed the individual activities, ask the following questions to gauge their understanding of the Indicators.

1. Distinguish between tone and mood on the one hand and theme on the other.

2. How may you identify and support the tone or mood of a passage?

3. What is a figure of speech?

Lesson 3

Standards

11.3.6 Analyze the way in which authors have used archetypes (models or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.

Purpose: Students will read daily assignments from John Steinbeck's *Of Mice and Men* watching for archetypes

Time: Multiple days, about 10 minutes per day (daily, every other day, or weekly over the course of the reading of the novella)

Materials: A copy of the novella and a list of archetypes with detailed definitions

Resources: http://tn.essortment.com/literaryarchety_rabl.htm

http://www.galegroup.com/free_resources/glossary/

Activities:

A. Introducing a Concept:

The teacher defines archetype: a pattern from which copies can be made. The teacher also assigns archetypes to individual students or groups of students. The archetypes to consider include the hero, the coward, the scapegoat, the monster, the outcast, the temptress, the quest, the dream (especially, the American Dream), the alliance, and others.

B. Group Activities:

Students search for archetypes and material that supports them as they read daily assignments from John Steinbeck's *Of Mice and Men*. Each day the teacher asks students to offer material from the text that supports the archetypes assigned. At first, the teacher may offer specific material and ask the students to match it to their assigned archetype (or reject it as non-supportive). By the end of the study of the novel, students should identify the supporting material on their own. After each day's discussion of archetypes, the teacher will ask the students to discuss the contribution of the archetypes to understanding the characters, plot, or themes of the novella.

Questions for Review:

When students have completed the individual activities, ask the following questions to gauge their understanding of the Indicators.

1. What is an archetype?
2. What are some examples of archetypes in American literature?
3. How may someone go about identifying an archetype?

Lesson 4

Standards

11.2.4 Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.

11.2.5 Analyze the author's implicit and explicit assumptions and beliefs about a subject.

11.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

Purpose: Students will read Henry Ford's "Advice to the Unemployed" and analyze his arguments.

Time: One day

Materials: A copy of the novella and

Resources: Ford's "Advice to the Unemployed" is available in *The Annals of America 15*, 192 (Britannica).

Activities:

A. Introducing a Concept:

The teacher reviews the principles of argumentation: thesis, patterns of organization, repetition of main ideas, diction, and support.

The teacher also discusses considerations of audience and counter claims.

B. Group Activities:

Students generate bulleted lists of textual details that point to or support Steinbeck's political assumptions.

The teacher moderates a discussion as outlined below.

Students discuss Ford's purpose. They also discuss Ford's assumptions in light of the circumstances faced by George, Lennie, and the other migrant ranch hands. This discussion includes consideration of the validity and truthfulness of Ford's arguments. Finally, students consider how George might have responded to Ford's arguments and how Curly might have responded.

Questions for Review:

When students have completed the individual activities, ask the following questions to gauge their understanding of the Indicators.

1. How may you recognize a political assumption in a writer's work?

2. Distinguish between implicit and explicit assumptions.

3. How may you go about evaluating the validity of a source?

Lesson 5

Questions

11.3.8 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.

Purpose: Students will read daily assignments from John Steinbeck's *Of Mice and Men*, asking of specific incidents and characters what the author's position on each situation or circumstance is.

Time: Multiple days

Materials: A copy of the novella and a study guide that directs students to specific character circumstances and plot situations

Activities:

A. Introducing a Concept:

The teacher prepares a graphic organizer that specifies a character or characters and an incident or incidents that reveal Steinbeck's views on the plight of migrant workers, on the role of women, on the relationship between races, on the relationship between management and workers, and on ethical questions relating to mental retardation and euthanasia.

B. Single or Group Activity:

Students draw inferences from the text as it treats specified characters or incidents. They record their inferences on the graphic organizer.

Questions for Review:

When students have completed the individual activities, ask the following questions to gauge their understanding of the Indicators.

1. What positions does Steinbeck take in *Of Mice and Men*?

2. Which of Steinbeck's characters most clearly express his assumptions?

3. Is Steinbeck's novel improved or diminished by his political assumptions?

Lesson 6

Standards

11.5.3 Write reflective compositions that:

- explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.
- draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- maintain a balance in describing individual events and relating those incidents to more general and abstract ideas.

11.4.1 Discuss ideas for writing with classmates, teachers, and other writers.

11.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.

11.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

11.4.10 Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.

11.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist.

11.4.12 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.

11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.

11.6.3 Apply appropriate manuscript conventions in writing — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.

Purpose: Students will apply the writing process to produce a reflective essay on the demands of friendship.

Time: Multiple days

Materials: Notes on a classroom discussion of friendship following the last reading assignment for *Of Mice and Men*, access to word-processing

Writing Activities:

The teacher moderates a discussion of the friendship between George and Lennie and the grasping for friendship expressed by Candy and Crooks.

Students break into small groups to discuss their own definitions of friendship and the value they place on friends.

Each student composes an essay on the demands of friendship. They may compare their own experiences to those of George and Lennie. They first write a thesis statement that reflects purpose, audience, and voice of their composition. They then develop support for their thesis statements with copious specific and concrete details that they organize into a coherent, unified essay.

Students respond to the teacher's comments on sentence variety, style, diction, and tone to produce a revised draft consistent with the purpose, audience, and form of writing.

Students work with writing partners to evaluate and revise their second drafts by using an editing checklist. They will then write a final draft of their essay on friendship.

Questions for Review:

When students have completed the individual activities, ask the following questions to gauge their understanding of the Indicators.

1. How does a reflective composition differ from other types of composition?

2. How is proofreading most effectively accomplished?

3. How might you correct a sentence fragment?

Interdisciplinary Connections:

1. Geography: Steinbeck wrote about places he knew. Talk to students about the interconnections between the physical world of daily life and the imaginative world of fiction. Have students locate on a map the various specifically named locales in the book: Weed, the Salinas River, the Gabilan Mountains, as well as more well-known reference points such as Sacramento and San Francisco. Ask them how this exercise affects their perception of the setting, plot, and characters in the novel.

Resource:
http://www.educeth.ch/english/readinglist/steinbeckj/ofmice.html

2. Music: Explain to students how an artist in one field frequently finds inspiration in the work of an artist in another field. This practice has a long and honored history in the field of opera. Have students listen to excerpts from the opera Carlisle Floyd based on *Of Mice and Men* or suggest a project for those with a particular musical intelligence. Students should see and write about the development of characters by means of music or the treatment of archetypes by means of musical motifs. (Many of them will be familiar with the predator motif as portrayed in the musical themes associated with the shark in *Jaws*, Darth Vader in the *Star Wars* series, other cinematic scores.

Resource: http://www.operaam.org/encore/ofmice.htm

Poetry and the American Dream
Grade 11 Multiple-Standards Lessons

To the Teacher

The following plan offers an example of combining multiple indicators to create a set of lessons related to the American Dream. Other poems and /or a different overarching theme might just as easily be taught by using the same standards and indicators and very similar activities and strategies.

It is important to remember that the indicators are not necessarily instructional strategies. More significantly, they need not be considered in isolation. Often, one links logically into another, though not necessarily in order (as the indicators below are listed and treated in reverse order). In addition, indicators listed under different standards are not mutually exclusive but may reasonably combine within a lesson. For example, involving vocabulary development (Standard 1) in a traditionally literary lesson is reasonable.

Lesson

Standards

11.1.1 Trace the history of significant terms used in political science and history.

11.3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

11.3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both.

11.3.4 Analyze the ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

11.3.5 Analyze recognized works of American literature representing a variety of genres and traditions that

- trace the development of the major periods of literature.
- contrast the major themes, styles, and trends in different periods.

Purpose: Students will read Carl Sandburg's "Chicago," Edgar Lee Masters' "Lucinda Matlock," Edwin Arlington Robinson's "Richard Cory," Paul Laurence Dunbar's "We Wear the Mask," Langston Hughes' "I, Too," Naomi Shihab Nye's "My Father and the Fig Tree," and Lorna Dee Cervantes' "Refugee Ship" to find and articulate a common theme by analyzing rhetorical and developmental elements.

Time: Multiple days

Materials: Copies of the poems

Resources: http://www.english.uiuc.edu/maps/poets.htm

http://www.poets.org/poets/

http://www.poeticbyway.com/glossary.html

Activities: The teacher reads each poem aloud after the students have read it silently to themselves.

A. Introducing Concepts:

The teacher defines connotation, denotation, image, metonymy (a figure of speech that substitutes one term for another closely associated with it), and symbol (an image that represents itself and something else simultaneously). The teacher explains how a poet may use a word to evoke more than one denotation so as to create a connotation. Following the first activity below, the teacher defines metonymy. Following the corresponding activity, the teacher defines symbol.

B. Writing to Learn:

The teacher asks students to free write for three to five minutes in response to each poem before reading the poem:

Sandburg: How would you describe the city (town, area) in which you live and why?

Masters: What does the expression “to be full of life” mean to you?

Robinson: Who is someone with whom you would like to trade places and why?

Dunbar: Why do people pretend to be something other than what they are?

Hughes: What do think of when you think of America?

Nye: What memory or tradition is most important to your parents or grandparents?

Cervantes: What makes you feel out of place or alone even when in the midst of a group?

C. Group Activities: After they read and hear each poem, students look up the definitions of words that are used in unusual or unfamiliar ways. (For example, the word *imperially* is oddly used to modify the word *slim* in "Richard Cory.")

Students identify words that have more than one denotation. They then explain the multiple denotations and how they come to together to create connotation or an image. (For example, *crown* identifies both the top of the head from which the "swirl" pattern emanates and the distinctive head gear worn by royalty. The phrase in which the word appears specifies the top of Cory's head, suggesting remarkable height, both physically and socially. It begins to establish Cory as a striking individual of a higher class.)

Students identify visual images that support the connotation or imagery established in the first step. (For example, "imperially slim" supports one denotation of the connotation of *crown*.)

Students identify and interpret the use of metonymies whenever they occur.

Students discuss irony and tone in each poem in connection with of their consideration of the figurative language.

Finally, students state the theme of each poem as inferred from the discussion of the writer's use of language.

D. Class Activity:

Following work with the individual poems, students use discussion to examine how each of the poems studied touches on the idea of the American Dream.

Questions for Review:

When students have completed the individual activities, ask the following questions to gauge their understanding of the Indicators.

1. What is the difference between an image and a metaphor?

2. What is the difference between persuasive and aesthetic purposes?

3. What is meant by a word's connotation?

Extending the Lesson:

Students select or the teacher assigns a poet whose biography they research. Students who have selected or been assigned the same poet work in small groups. The groups share their findings with the class.

Interdisciplinary Connections:

Music: Explain to students how an artist in one field frequently finds inspiration in the work of an artist in another field. Paul Simon acted in this manner when he wrote a song based on Robinson's poem. (The first website below not only compares the song to the poem but also offers the background on Robinson's original inspiration drawn from a story in a newspaper. The second website offers complete texts of both Simon's and Robinson's poem.) Have students listen to the song and compare Robinson's selection and expression of details to Simon's. Ask them also to discuss the differences in voice (speaker) and emphasis (theme).

Resource: http://www.medialab.chalmers.se/guitar/richard.cory.html

http://www.mit.edu/people/dpolicar/writing/poetry/poems/richardCory2.html